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ABSTRACT

Reports from 12 state supervisors of foreign languages were compiled. Each report describes a state's elementary and secondary foreign language programs and activities as of November 1981. Topics covered include basic foreign language programs, trends in foreign language enrollment, teacher training, work with other divisions within the state department of education or other outside agencies, innovative foreign language programs or projects, and other major activities. The states represented are Arkansas, Georgia, Idaho, Illinois, Montana, Oklahoma, Pennsylvania, South Carolina, Texas, Virginia, West Virginia, and Wisconsin. A directory of members of the National Council of State Supervisors of Foreign Languages (NCSSFL) is appended. (JB)

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NCSSFL State Reports

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INTRODUCTION

These reports were prepared by individual members of the National Council of State Supervisors of Foreign Languages (NCSSFL) according to a specified format. The following topics are covered in the reports: basic foreign language programs, trends in foreign language enrollment, teacher training, work with other divisions within the state department of education or other outside agencies, innovative programs or projects in foreign language, and other majore activities. Twelve states are represented here.

The reports were collected by NCSSFL and forwarded to the ERIC Clearinghouse on Languages and Linguistics for compilation and inclusion in the ERIC database. We believe that the reports provide valuable information about K-12 foreign language instruction in the United States, and we are grateful to NCSSFL members for taking the initiative on this subject and for taking the time to prepare the reports.

This is the third of these annual compilations. The first two are available from ERIC as ED 181 745 (1979) and ED 198 723 (1980).

Staff
ERIC Clearinghouse on
Languages and Linguistics

NCSSFL STATE REPORT November 1981 Arkansas Glenna Hudson
Foreign Language Education Specialist
Arkansas State Department of Education

Scope of Responsibility within SEA

The normal functions of my position as Foreign Language Education Specialist in the State Department have remained the same. My primary responsibility is to provide professional assistance to local educational agencies in the area of foreign language education. Also the widely scattered needs for ESL assistance falls within the realm of my responsibility. I made one out-of-state trip to a bi-lingual seminar this year to obtain information for teachers involved in ESL programs.

Trends in Enrollments

I am pleased to report here that the total language enrollment K-12 increased from 12,673 in 79-80 to 18,685 in 80-81. Approximately 8% of students 7-12 are enrolled in foreign language classes. This is the largest enrollment since I have been in this position. One factor which must be considered is the slight drop in overall enrollment in the Arkansas schools. There has been a 2% drop in the past five year period. Also a number of exploratory programs have been instituted at the junior high level which is one explanation for the significant increase in enrollment. There seems to be some renewal of interest in FLES programs. I have assisted in the implementation of several in the past two years in private and public schools. Foreign language teachers in the state totaled 337 over the 325 the previous year.

Teacher Training

By legislative action of the Arkansas General Assembly all teachers applying for certification must now take the National Teacher's Examination. By January 1, 1982 the minimum score for acceptance will be set by the State Board of Education. The tests include the common examination as well as the area exam. This regulation should provide some incentive to the colleges to improve their teacher-training programs resulting in more competent teachers which we desperately need.

Work with Other SEA Sections or Outside Agencies

In collaboration with the Modern Language Association of the Arkansas Education Association, a statewide workshop and three district workshops were conducted. Two instructors in the TESOL program at UALR demonstrated Asher's Total Physical Response Method. This was an effort to stimulate a faster and more effective method of teaching foreign language in the public schools.

Every year I serve as a member of the NCA teams, evaluating for initial membership or reevaluating. Occasionally I serve on a Class "A" State Evaluation Committee.

Also, I am much involved in festivals and fairs about the state as well as National Exams.

Innovative LEA Programs or Projects

Two professors from the U of A at Fayetteville presented a proposal and received funding for a project through Arkansas Endowment for Humanities. The project, entitled "The Potentials of Humanistic Foreign Language Study in Career Education", began with a one-day conference September 19 at the U of A in Fayetteville involving thirty-two consultants and teams from fifteen five county regions. In Phase Two of the project a series of fifteen regional mini-conferences replicating on a smaller scale the initial conference will be held during the first three months of 1982 in the cities where the key schools are located. Phase Three will be an Evaluation Workshop held in Little Rock to provide feedback from the fifteen mini-conferences in the state. I am assisting in the organization and coordinating of the mini-conferences. These conferences should foster state-wide awareness of the interest in the question of the state of foreign language study in this country and attitudes toward it.

A survey of international businesses and companies in Arkansas which I conducted last summer to determine the need for proficiency of a second language was helpful in selecting key people for the conferences. Fifty percent of the industries responding to the survey indicated a need for personnel with foreign language skills.

Publications

A lack of funds discouraged any attempt at new publications. However, all of the old ones are still available. The Newsletter with a two man staff - the editor and the typist, still goes out three times a year - with difficulty.

Other Major Activities and Professional Involvement

I have received a minuscule amount of money with which I hope to develop and publish guidelines to assist a school in developing a workable curriculum in foreign language geared to that particular school system and the needs of their students.

This proposal has been included in my budget for the past three years and rejected.

NCSSFL STATE REPORT November 1981 GEORGIA (State) Caro H. Feagin (Preparer)

Consultant: Humanities and Foreign Languages

203 Education Annex
156 Trinity Avenue, S. W.
Atlanta, Georgia 30303

Scope of Responsibility within SEA

My responsibilities are concerned primarily with (1) providing consultative services in curriculum design and implementation to local school system personnel, to Cooperative Education Service Agency personnel and to teacher preparation colleges and universities in the humanities and in foreign languages; (2) assisting departmental staff development personnel and university personnel in identifying major staff development needs suitable for large scale training programs in foreign language education and in helping to provide staff development services; (3) developing and distributing information concerned with general curriculum, the humanities and foreign languages (state plans, position papers, guides, etc.); (4) providing support services to the Governor's Honors Program, particularly in the areas of French, German, Spanish; (5) performing duties of a generalist nature to eleven designated local education agencies; (6) performing duties associated with Georgia's Competency-Based Education Program to assigned systems.

Trends in Enrollment

Statistics are still not available on a state-wide basis in Georgia for enrollments in foreign language programs. Approximately 15% of the student population (grades 7-12) take a foreign language. We still have serious problems with sequence and with the number of required courses in secondary schools. Although the Georgia Department requires only 10 Carnegie units (and 10 electives) for graduation, the Department also requires evidence of satisfactory completion of a number of competencies or life-role skills. These competencies, which assess the student as a learner, citizen, individual, producer and consumer, are both fused into the existing curriculum and placed in individual courses. Much of my time is spent in the development and promotion of infusion models for secondary foreign language teachers to follow so that foreign language course objectives will be keyed to the life-role skills/competencies.

Teacher Training

Georgia has criterion-referenced tests for prospective teachers of French, German, Latin and Spanish. These tests reflect content knowledge. All teacher training institutions in the state have copies of the objectives which are based on language skills, grammar and culture. In addition to the test, prospective teachers must satisfactorily complete an approved program in a college or university. There are also Teacher Performance Assessment Instruments which are designed to determine how well teachers can demonstrate selected general competencies (teaching skills) which have been declared essential to effective professional performance. The person seeking certification is assessed by three educators (who have been trained in the administration of these instruments) on each of three instruments: (1) Teaching Plans and Materials, (2) Classroom Procedures, (3) Interpersonal Skills. The three assessors are an external data collector, a peer teacher and a department head, supervisor or principal.

Work with Other SEA Sections or Outside Agencies

1. Competency-Based Education. I work as a generalist providing services to eleven designated school systems. The primary focus this year is curriculum development to include the life-role skills.

2. Facilities Division. I assist this division by serving as the curriculum contact person in the development and implementation of a five-year projection for both curriculum and facilities.

3. Division of Special Programs (Exceptional Children). I serve as the curriculum specialist on the state-wide committee to develop the state regulations and procedures for exceptional children.

4. Teacher Education and Staff Development. I assist in the evaluation of colleges and universities with teacher education programs.

5. Standards and Assessment. I work closely with this division which is charged with the responsibility for developing state standards for all schools, K-12.

6. Performance-based Certification. I provide assistance to both this unit and to National Evaluation Systems, Inc. (NES) in the continuous checking and reviewing of test items on the criterion-referenced tests for foreign language teachers.

New or Proposed State Legislation Affecting Language Study

There is none in Georgia.

Innovative LEA Programs or Projects

1. The Governor's Honors Program (GHP), a state-funded summer program for Georgia's gifted and talented students (10 and 11 grades) continues to enjoy tremendous success in foreign languages: French, German and Spanish. Students work in groups and independently on a variety of topics. The stress is on communicative competence and cultural awareness.

2. One Georgia school system, DeKalb County, has a middle school pilot project in French, German and Spanish. The project consists of 7 units of language and 1 of culture. The pilot is to determine if teachers who do not know a second language can use the units successfully. In addition, DeKalb County has two schools in which all eighth graders must take an exploratory block consisting of French, German, Latin and Spanish. (The only exception is band students.)

3. Fulton County has a very "tentative" pilot program in one secondary school which allows students who, for various needs, wish to be in a foreign language program other than the regular foreign language classroom. One example is the student who wants to take an honors math class which is taught at the same time as his advanced French. He is placed in an individualized project tailored specifically to his needs and talents. These classes of special instruction have been developed for students who need work beyond normal expectations (at both ends of the scale). One course in French literature has been developed for a student simply because of her very high interest in the subject. Because of administrative constraints, the program is being carefully watched and monitored.

In Fulton County s middle school foreign language program, students are offered a sequence of study in grades 6-8. In addition to this structured program, mini-courses are offered in language-related areas such as French/Spanish cooking.

Publications

1. The Georgia Foreign Language Curriculum Guide is printed and will be distributed shortly.

2. The slide/tape program on foreign languages in Georgia has been completed and is being used throughout the state by teachers and local boards of education.

3. Units on international education with a foreign language component are being developed. Presently, we have short units (one-two weeks) completed on Japan, France, Egypt and Latin America. The units are particularly suited for the middle grades and are being used in foreign language classes, social studies classes and in the gifted program. We expect to have completed by January units on Greece, Brazil and Germany.

IDAHO

ANTONIO OCHOA
Consultant, Foreign Languages/Accreditation
Len B. Jordan Building
650 West State St.
Boise, ID 83720

As a consultant with the Idaho State Department of Education, I am involved with foreign language teachers throughout the state, mainly at the secondary and university level. Both levels of teaching are represented at our annual state conference. Our organization, The Idaho Association of Teachers of Languages and Cultures (IATLC) has, historically, alternated the helm (presidency) with an IHE person one year and a secondary school person the following year. This has certainly helped to maintain the necessary rapport between the two levels of instruction

In addition, we have student competition, language fairs and career days, at the three state university sites, focusing mainly on the secondary school students.

At the present time, we are experiencing an approximate growth of seven per cent (7%) statewide, at the secondary level, and between twenty-five and thirty per cent (25-30%) at the university level.

Even though we have not been successful in our attempts to establish a task force from the Governor's Office, we have received moral support and encouragement (as recently as last week) in a press release concerning critical programs which should be emphasized/retained as part of our educational commitment(s).

For the past four years, we have managed to operate our Spring Language Camps (three days) at two different geographical sites of the state. This provides an opportunity for the students to become involved in language immersion activities during three successive weekends, one for German, one for French, and one for Spanish. This activity has grown to the extent that, this year, we hope to have three language camps in the northern part of the state and three language camps in the southeastern part of the state.

Our foreign language guide was not been printed in time for me to bring to this meeting. However, as soon as it is available, I will share it with each one of you.

NCSSFL STATE REPORT November 1981

Illinois, Paul T. Griffith
Educational Consultant
Illinois State Board of Education
Springfield, Illinois 62777

Scope of Responsiblity within SEA: I am responsible for all State Board programs in the area of foreign language and international studies, K-12, both within outside the state agency. Specifically, I respond to requests for information and services, act as liaison person to the professional organizations and institutions of higher education, and develop and implement leadership programs for the agency.

Trends in Enrollments: No hard data are available. There are indications that the percentage of enrollments is up slightly. This represents no actual gain in numbers, however, since the total school population is declining. There seems to be renewed interest in exploratory programs at the middle school level, judging from the requests for services and information.

Teacher Training: We are experiencing some problem with FL programs being closed for lack of a qualified teacher, not because we do not have qualified teachers in the state, but because teachers will not relocate.

Work with Other Agencies: This year we have collaborated successfully on our inservice programs with Global Perspectives in Education, the Center for Teaching International Relations, Las Palomas de Taos, the ISBE Bilingual Section, Illinois Foreign Language Teachers Association, and the Illinois Council for the Social Studies, as well as many state colleges and universities. We have also worked cooperatively on inservice programs with Elgin Community College, which was also a recipient of a 603 grant. IFLTA and the state agency have cooperated on the writing of a Fulbright-Hays grant, submitted in November 1981. We are working with the Council of Chief State School Officers to develop a regional conference on state initiatives in foreign language and international studies.

New or Proposed Legislation: The Illinois General Assembly has proven reluctant to increase mandates. In fact, the mandates for pysical education and bilingual education were very closely scrutinized in the last session. However, the General Assembly did adopt a resolution commending the work of the Illinois Task Force; and the State Board has published a policy urging well-articulated, uninterrupted programs of foreign language and international studies for all Illinois students beginning at an early age, continuing through high school and beyond.

Innovative Projects: We particularly want to call attention to the benefits accruing from the joint state conference held in October 1981 by the Illinois Foreign Language Teachers Association and the Illinois Council for the Social Studies. The close cooperation that has developed between these two organizations since 1978 has greatly enhaced the cause of FL in the state. Selected sessions from the joint conference will be replicated in a series of workshops held around the state in February-March 1982, as a service to teachers and as a promotional activity for the professional organizations. In addition, plans for a three-week summer school for foreign language and international studies are underway. We sollicit any available guidance from other states for the summer school project.

Other Major Activities: See attached special report for details on the implementation of the Illinois Plan for Foreign Language and International Studies.

Our Alert Network has until now concentrated on only 200 key persons. However, we are currently expanding the coverage to include all members of all foreign language and social studies professional organizations in the state. By the summer of 1982, it will be possible to notify all these persons by phone on all Network issues. This system is already partially in operation. The system is computer based. We would be happy to share our techniques.

On a personal note, Anne Beusch, Carl Johnson, and I spent a very enjoyable and instructive month of February in France as guests of the Fondation Franco-Americaine.

Illinois State Board Initiatives in Foreign Language and International Studies

In 1978, Illinois embarked on a comprehensive statewide program to improve and expand the teaching of foreign language and international studies in the schools of the state. This effort, launched by the State Board of Education with strong backing from professional organizations and higher education, quickly won the support of teachers, school administrators, parents, students, and many community groups. The model is serving as a basis for similar movements now under way in other states.

The Illinois initiative began with the realization by state educational leaders that substantive Federal support for foreign language and international studies of the kind recommended by the President's Commission might be a long time coming. Rather than wait for Congressional action, the decision was reached that the state would get started on its own. Given the climate being generated in 1978 by the media, teachers organizations, political leaders, and the impending appointment of the President's Commission, there seemed to be much that educators could do for themselves. The result has been a successful statewide program that has already achieved many of its major objectives and is still gaining momentum.

The first major step was taken in October 1978--the same month in which Jimmy Carter created the President's Commission--when the State Superintendent of Education appointed the Illinois Task Force on Foreign Language and International Studies. The Illinois Task Force was composed of twenty leaders representing parents, community interests, school administrators, and teachers of foreign language, social studies, bilingual education, and cross-cultural studies, kindergarten through university. Private and parochial institutions were represented as well as the public schools. The work of the Task Force was facilitated by consultants from the state office; and an Advisory Board of about seventy other persons was created by the Task Force to provide information and reactions as the

report took shape. These advisors not only broadened considerably the perspectives of the Task Force, but also helped intensify the impact of the report once it was published.

The "Report of the Illinois Task Force on Foreign Language and International Studies" was delivered to the State Superintendent in June 1979. This thirty-page document argues convincingly that all students, beginning at an early age and continuing through high school and beyond, should have access to a well articulated, uninterrupted sequence of educational experiences that foster global perspectives, an appreciation of different cultures and lifestyles, and the ability to communicate across cultural and linguistic boundaries. Besides citing national and personal interests that clamor for such programs, the Task Force presented sound evidence why the need was urgent specifically in Illinois, basing their argument on the ethnic origins of the state's inhabitants and the international interdependence of Illinois business, industry, agriculture, and labor. The Task Force called for a concerted statewide effort with the broadest possible interdisciplinary involvement, under strong state office leadership with heavy reliance on the resources of the professional organizations and higher education, as well as individuals and institutions in the community at large. To achieve these goals, the report provided an inventory of instructional formats and outlined a program of essential action steps.

By September 1979, the state agency staff, in respose to the instructions of the State Board of Education members, had developed the Task Force recommendations into the "Illinois Plan for Foreign Language and International Studies," and implementation had begun. The Illinois Plan provides for the completion of approximately fifty major activities over the five-year period 1980-1985. Five categories of activities are identified:

I. State and Regional Advisory Councils

II. Curriculum and Resource Development

III. State Office Leadership

IV. Visibility and Advocacy

V. Student-Oriented Activities

Implementation of activities is currently underway in all five categories and is on schedule. The following major activities have recently been completed or are currently in progress:

I. State and Regional Advisory Councils: Five regional advisory councils have been named by the State Superintendent, one in each of the five administrative regions of the state. Each council is composed of eight to twelve members drawn from school administration, parent organizations, the student body, and the community (business, industry, agencies, ethnic groups, the media, and world affairs organizations), as well as the ranks of professional educators, kindergarten through university, parochial, private, and public. The regional advisory councils have each developed their own work plans and are implementing three types of activities in accordance with the charges assigned to them by the State Superintendent, which are:

1. advising the State Board members and staff on the implementation of the Illinois Plan
2. identifying human and materials resources (consultants, promising programs, instructional materials, funding sources) that can be linked to local schools
3. conducting visibility and advocacy activities to increase public awareness and support for foreign language and international studies

A State Advisory Council, composed of the regional chairs plus five members-at-large, have the following functions:

1. acting as an informational clearinghouse for the regional councils

2. coordinating the activities of the regionals and eliminating duplication of effort

3. making periodic reports to the State Board of Education

This advisory structure is, in many respects, the successor to the Task Force; however, a considerable effort has been made to give it an even broader base. The involvement of students, community representatives, school administrators, and teachers of many disciplines has particularly been sought.

II. Curriculum and Resource Development: Among the activities in progress in this category are:

A. Cooperating Consultant Program: Sixty outside consultants have been identified and oriented by the state office to provide technical assistance to local schools in a variety of areas. These consultants include school administrators, grant writers, community resource persons, and teachers of foreign language, social studies, bilingual education, and cross-cultural studies, kindergarten through university. The services of these consultants are generally provided free of charge to the schools.

B. Resource Site Schools: About forty schools widely dispersed about the state have agreed to develop foreign language and international studies programs of various kinds in collaboration with the state office and then to share their materials and expertise with other schools wishing to develop similar programs. These resource sites, all of which are at different developmental stages, draw heavily on the services of the cooperating consultants.

C. Planning Seminar Series: The State Board of Education has offered six three-day seminars for local school personnel to assist them

in developing individualized plans to improve and expand their foreign language and international studies programs. Follow-up consultative services are now being provided to the participating schools as they refine and implement their local plans. This has been the most popular staff and curriculum development activity to date, and most of the resource sites have evolved from this planning activity.

D. Workshops for Teachers and Administrators: By the end of November 1981, eighteen workshops had been conducted by the State Board of Education in cooperation with local schools, institutions of higher education, and professional organizations covering many issues: instructional materials, teaching strategies resources, public information, cultural background, and inservice techniques. Many of these workshops are organized in a trainer-of-trainer format, with the result that many participants replicate the program at the local-school or regional level. Administrators and guidance counselors are urged to attend as well as teachers.

E. Teacher Exchange Programs: International teacher exchange programs have been conducted with Japan and France. Plans are being completed for Illinois teachers to travel to Mexico and India to develop cross-cultural teaching materials.

III. State Office Leadership: Under this category, the State Board of Education has formed the Illinois Task Force and facilitated its work; developed and implemented the "Illinois Plan for Foreign Language and International Studies," which includes all the activities previously mentioned; obtained Federal funding for the implementation of the Plan; and adopted an official policy statement that provides that every

student in Illinois schools should have the opportunity to pursue a well articulated, uninterrupted program of foreign language and international studies beginning at an early age and continuing through high school. Grant proposals are presently being developed that, if funded, will allow the state office to continue this level of leadership or even expand it.

IV. Visibility and Advocacy: A series of five awareness conferences held in various locations around the state has been completed. The co-operating consultants and the State Board staff are providing sessions at teachers institutes, professional organization meetings, teacher-training institutions, and meetings of civic organizations. The office has plans to produce a slide-tape presentation, public service announcements for television and radio, and several brochures.

V. Student-Oriented Activities: Activities for students are conducted jointly with professional organizations, institutions of higher education, and community groups. They include language and culture immersion weekends, intercultural arts festivals, simulated international and cross-cultural conferences, and a program of recognition for promising students of foreign language and international studies.

The broad base of support cultivated in Illinois has been responsible for moving the project along. This has been achieved by the involvement of administrators, parents, community representatives, students, and teachers of many subjects at every educational level. This profuse mixture of supporters has provided considerable vitality, a bounty of innovative approaches, and frankly just more sheer numbers of people talking about and doing something about the project than would have even been the case has only the foreign language teachers or the social studies teachers tried to go it alone.

We particularly would like to point out two events held in Illinois as outgrowths of the Illinois Plan. One was the National Seminar on the Implementation of International Schools, which took place at the University of Illinois in Urbana in December 1980. A bound copy of the conference proceedings is available. Second was the Joint State Conference of the Illinois Foreign Language Teachers Association and the Illinois Council for the Social Studies, held in Chicago in October 1981. Such a joint convention jointly planned and attended by large numbers of both social studies and foreign language teachers is, we believe, an historical national first.

Prepared by

Paul T. Griffith
Program Planning and Development
Illinois State Board of Education
November 1981

NCSSFL STATE REPORT
Denver, November 26, 1981

Montana

Duane Jackson
Foreign Language Specialist

I. Basic Foreign Language Programs.

Enrollment, Grades 7-12

German	1900
French	2200
Spanish	2300
Latin	400

103 of 169 high schools offer a foreign language.
17 of 24 junior high schools offer a foreign language.
5 of 10 accredited non-public secondary schools offer a foreign language.

II. Trends in Foreign Language Enrollment.

Enrollment is remaining stable at approximately 15 percent. A few teachers have achieved dramatic enrollment increases through in-school promotion.

III. Teacher Training.

I have given workshops on testing and evaluation for both language and other subject area teachers.

Our usual teacher inservice program was deleted this year. I am, however, involved in review of teacher training programs in our various colleges which offer a program in foreign language education.

IV. Work with Other SDE Sections or Other Outside Agencies.

I am involved in teacher inservice planning for the state. This work may lead to office-wide coordination and coordination with other state agencies and with the colleges and universities in the state.

V. Innovative Programs or Projects in Foreign Language.

We are investigating the use of mini-computers in foreign language instruction and find a number of state language teachers have developed and are using computer programs.

There is increasing interest in exploratory middle school programs and in elementary programs. We now have a few actual and official elementary foreign language programs and the interest is rebuilding.

VI. Other Activities.

N/A

VII. Publications.

N/A

NCSSFL STATE REPORT NOVEMBER 1981

OKLAHOMA (State) AL GAGE (Preparer)

Foreign Language Specialist (Title)

St. Dept. of Educ., Okla City.

Scope of Responsibility within SEA

My position is still primarily solely within the area of foreign language education. Those of us in the specialist academic areas, however, do have some generalist duties assigned from time to time. So far the duties of bilingual education are handled by another individual housed in a separate division of the SEA.

Trends in Enrollments

There are no enrollment figures for the 1981-82 school year. Our data center has ceased collecting that information as well as academic teaching assignments for teachers. The enrollment for last year (1980-81) showed a decline in grades 7-12 of about 1.5% in all languages at all levels.

Teacher Training

Our legislature mandated teacher competency exams as a part of a wide-ranging education act last year. We have been working with professional test-makers and committees of classroom teachers to devise these exams in French, Spanish, German and Latin. Finalizing of the exams is taking place in November 1981 and the first exams will be in place and given to prospective teachers in January 1982. Prospective teachers may take the exams a second time only. Their first year of teaching will be handled as an internship under the guidance of a teacher, an administrator and a college supervisor. If this committee so recommends, the new teacher will only then be issued a permanent certificate. (See also last item on pg. 2 of this report.)

In addition to the above, all teachers (for the first time) will have to participate in inservice activities in order to renew their teaching certificates. Most of these activities must have prior approval of their local district's inservice committee.

Work with Other SEA Sections of Outside Agencies

We all continue to assist in monitoring Title IV-C projects (some in our fields; some not); serve on regional (North Central) accreditation teams; serve on re-accreditation evaluation teams of colleges of education; assist in conducting workshops upon request in conjunction with Arts in Education, Indian Education, Basic Skills, etc.

New or Proposed State Legislation Affecting Language Study - None

Innovative LEA Programs or Projects

The Tulsa Public School District, the state's largest, has initiated a full immersion program in Spanish at the kindergarten level in one school. This is the first in the state and the first in our region to our knowledge. It's initial funding is through Title IV-C and the district has committed itself to assuming the costs of the program as IV-C money runs out. Initial response from patrons has been enthusiastic. People are already trying to enroll their children two and three years ahead of time and there has been interest in establishing a similar program in French.

Publications

One year ago, for the first time ever, the state legislature funded our SEA to produce and disseminate curricular resource materials in many areas. Those produced in foreign languages were:

"Game Plans for a Successful Season" a handbook of classroom activities to add variety to teaching languages.

"Languages . . . the Plus in Today's World" a series of interviews with businessmen and others interested in the need for foreign language skills.

"The World of Work in Every Language" an update of a survey of international businesses in Oklahoma.

"Why Foreign Language?" a brochure aimed at students, counselors, parents and others which outlines some of the benefits of foreign language stuoy.

"Curriculum Review Handbook--Foreign Languages" part of a series of materials by which a school, a department or a single teacher can utilize to review his philosophy, program, resources, strengths, weaknesses etc.

Any of these are available in single copies from the foreign language specialist at the State Department of Education, Oklahoma City, OK 73105.

In addition to the above, a slide/tape program of 20 minutes duration was prepared around the interviewees in "Languages . . . " above which is available to teachers in-state for promotional purposes.

Other Major Activities and Professional Involvement

During the past year I have chaired a foreign language Task Force appointed by our state superintendent. The final report has been delayed because the superintendent had to undergo open heart surgery and has been away from his office for an extended period of time.

The Professional Standards Board, the official body which makes recommendations to the State Board of Education concerning teacher certification programs, is beginning a massive re-evaluation of all teacher certificate programs. Initial recommendations to that Board for the foreign language certificate are as follows:

(1) That the FL certificate be changed from a 7-12 to a K-12.
(2) That minimum of 40 semester hours in foreign language (exclusive of methods) be required for a standard certificate.
(3) That a minumum of 24 semester hours (exclusive of methods) be required for a minor teaching area (less than half time position.)

I have worked with committees of teachers and college chairpersons in developing the above. If adopted, these will be major improvements in current programs.

NCSSFL STATE REPORT November 1981 Pennsylvania State

Fannetta N. Gordon
Reporter
Senior Program Adviser
Second Language Education

Basic Foreign Language Programs

Pennsylvania is about to revise its curriculum regulations. The foreign language teachers community is writing letters en masse in support of retaining the mandate that every school district offer two languages, one of which should be a modern language in a minimum four-year sequence. The decision of the State Board of Education will not be made for several months. It remains to be seen how the letter writing campaign will impact upon that decision.

Trends in Foreign Language Enrollment

Spanish continues to be the most frequently studied modern language with French a close second. Most of the state's 501 school districts teach these two languages in grades 9-12. German is taught in 262 districts and Latin in 120. Eighteen districts teach Italian and 16 Russian. Philadelphia has a magnet language school that teaches 16 languages, including Chinese, Japanese, Swahili, Vietnamese and Ukrainian. Recent information shows that the schools are beginning to push language study into the lower grades, some beginning at the middle school level in grade 6. This gives the opportunity for a longer sequence.

Teacher Training

There has been no change in certification methods. Pennsylvania uses the program approval method. The programs of the teacher training institutions must be approved by the State Department of Education. A student graduating from an approved program is eligible for certification upon recommendation by the college. The foreign language teachers' community has recommended that prospective teachers in all disciplines be required to acquire proficiency in a foreign language, but that suggestion has not been accepted.

Work With Other SDE Sections or Other Outside Agencies

Other disciplines in the Bureau of Curriculum and Instruction have been very supportive in the recent effort to have foreign language offerings mandated. The English Language Arts Section has been particularly helpful in including foreign language study as a program descriptor for the communications student outcome suggestions. Foreign language study is also included as a component of the quality goals of Understanding Others, Self-Esteem, Analytical Thinking, Work and Arts and Humanities.

We have been working with the State Department of Commerce on a project to provide at the Philadelphia Airport a cadre of persons proficient in several languages for the benefit of travelers.

Innovative Programs or Projects

We recently organized the Council of Pennsylvania Foreign Language Associations (COPFLA) composed of representatives from 25 foreign language teachers' organizations, modern and classical. They are a self-help coalition, working together to improve the status and the quality of Foreign Language education in Pennsylvania. They are involved in such things as improving the public image, promoting less commonly taught, critical languages, contacting congressmen, state and federal, making an impact on teacher training and on curriculum.

Other Major Activities

We are engaged in writing a Comprehensive State Plan for Foreign Language Education.

Publications

Foreign Language for the Gifted and Talented

FNG/djh

NCSSFL STATE REPORT November 1981

South Carolina Dr. Vicki Galloway
State Consultant, Foreign Language
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SCOPE OF RESPONSIBILITY WITHIN SEA

State consultant for foreign language and international studies, ESL, bilingual and multicultural education.

TRENDS IN ENROLLMENTS

Foreign language enrollments have risen within the last two years from 10% of the total secondary population to 17% (1980-81). Spanish is strongest, followed by French, Latin, German and Russian. Elementary enrollments have doubled within the last year.

TEACHER TRAINING

*Two-week summer recertification course sponsored by the State Department of Education on establishing a "global perspective" in the foreign language classroom.

*In progress: the development of an outline of teacher competencies in FL to be used by teachers and administrators for assessing strengths and weaknesses of programs and planning subsequent staff development activities.

*Workshops conducted throughout the State on following topics: public relations, text adaptation/utilization, communicative proficiency, error correction, testing, career education, interdisciplinary approaches, exploratory programs and alternatives to regular sequenced programming.

WORK WITH OTHER SEA SECTIONS OR OUTSIDE AGENCIES

Administered feceral funds to districts for instructional aid to refugee children. Served as consultant to Office of Refugee Resettlement.

Worked with Accreditation Section to establish guidelines for alternatives to regular sequenced programming.

NEW OR PROPOSED STATE LEGISLATION AFFECTING LANGUAGE STUDY

None particularly impacting on Foreign Language Study.

INNOVATIVE LEA PROGRAMS OR PROJECTS

The number of elementary and middle school exploratory programs has increased substantially this past year. Programs are also expanding in scope to offer alternatives to the "college-bound track" through courses which would have appeal and utility for other segments of the student public (e.g. "Practical Spanish," FL for secretarial work, etc.)

PUBLICATIONS

*Communicating in a Cultural Context: A Global Perspective

*Around the World (exploratory middle school program with televised language segments).

OTHER MAJOR ACTIVITIES AND PROFESSIONAL INVOLVEMENT

Member of Task Force on Elementary and Secondary Education of the National Council on Foreign Language and International Studies.

NCSSFL STATE REPORT November 1981

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State	Preparer

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Scope of Responsibility within SEA

- Although the Texas Education Agency was reorganized as of September 1 with a new Commissioner of Education and various new deputy and associate commissioners in place, the responsibilities of the Second Language Section essentially remain the same. The differences are primarily in the amount of time we devote to the same list of duties; some are emphasized more than others.

- TECCSL 1981, the annual state conference sponsored by the Second Language Section, had "Second Languages in the Elementary School" as its theme. Among the keynote speakers at the April 24-25, 1981 meeting were, Gabriel Jacobs, Nancy Rhodes, Theodore Andersson, and David J. Florian. Approximately 125 teachers, principals, curriculum directors, and representatives of community groups attended the Austin meeting. A copy of the program is attached.

- The staff made 70 visits to provide technical assistance and held 12 workshops for teachers and administrators.

- Textbooks for Spanish, Levels I-III, and Advanced Spanish (Levels IV-VI) were adopted in November 1981. The books selected for adoption at the state level are listed in the attachment.

Trends in Enrollments

- We have no new data since the 1979-80 report. Although we reported last year a drop in enrollments across the board, we have reason to believe that our new data, available early in 1982, will show overall stabilization of enrollments with significant growth in Latin.

Teacher Training

- The Agency Division of Teacher Education is primarily responsible for this area. The Commission on Standards for the Teaching Profession is preparing a single set of standards for program approval at teacher training institutions. The new legislation which involves teacher education is mentioned below. It is apparent that the preparation of language teachers is in for some important changes at the institutional and certification levels. The general description of programs to train language teachers will soon be underway. Prospective language teachers will face competency tests as they enter and exit from approved programs.

Work with Other SEA Sections or Outside Agencies

- Accreditation of school districts has continued to take increasing amounts of our time. Our own staff has been committed to doing nine weeks visitation this year.

- Carl Johnson completed one college visitation of a teacher training program. The purpose of the visit was Agency approval of the program for preparing teachers.

- Bobby LaBouve is serving as a liaison for the Agency on the project "Southwest Consortium on International Understanding," funded by the U.S. Department of Education. Six state departments of education are involved in hosting conferences, developing materials, and training teachers to increase international understanding.

New or Proposed State Legislation Affecting Language Study

- The Texas Legislature passed a bill which will require every school district K-12 to offer a well-balanced curriculum that includes twelve curriculum areas. One of the 12 areas specified in the bill is second languages. The bill further mandates the development of the essential elements of each of the twelve subject areas, and the staff is currently working to define those elements. During much of 1982 curriculum generalists and content area specialists will then examine and react to the essential elements through a series of meetings around the state.

- Another bill passed in the last session of the Legislature will significantly affect the education of teachers in Texas. It directs the State Board of Education to provide a description of each area of specialization. The Board also is directed to prescribe the classes and duration of certificates. Finally, the Board will develop policy for testing teachers' basic competency before entering a teacher preparation program and before initial certification.

Publications

- Spanish K-Grade 2: A Guide for Teachers has been completed. This publication assists teachers in the development of objectives and activities for young children. In addition, a rationale for beginning language study in the elementary grades is provided.

- Second Language Education in Texas: Programs and Prospects has been printed and disseminated. This publication provides essential information about issues for second language educators and instructional leaders.

- Learning Partners: Reading and Second Languages is in press. This brochure describes the relationship of second language study and first language reading.

Other Major Activities and Professional Involvement

- As a member of the National Committee for Latin and Greek, Bobby LaBouve is serving as correspondent to the Joint National Committee for Languages.

- Carl Johnson continues to serve as co-chairperson of Texas Language Week for the state. For 1982, Governor Clements has declared February to be Texas Language Month. Individual school districts will then designate a specific week as Language Week.

- The staff attended the meeting of the Texas Association for Language Supervision (TALS) in San Antonio on October 16, held in conjunction with the annual TFLA meeting. Two reports were submitted by our staff regarding a position paper on SLS in the Elementary School and the textbook selection process, both special projects of TALS.

- Carl Johnson spent the month of February, 1981 in France as a guest of the Franco American Foundation. One of the major purposes of the trip was to update state supervisors of French in the U.S. as to contemporary French education and culture.

- Inés García again served as a committee chairperson for the American Association of Teachers of Spanish and Portuguese and directed the development of test items for the National Spanish Examination, Level II.

- Inés García and Bobby LaBouve coauthored an article for the Texas School Board Journal entitled "Languages Gain Strength in Texas Elementary Schools." The article appeared in the June 1981 issue of the publication.

- Bobby LaBouve is serving as a contact person for the Texas Committee for the Humanities Task Force on the Humanities in the Public School of Texas.

NCSSFL STATE REPORT NOVEMBER 1981

VIRGINIA — State
D. COX — Preparer
Supv. of Foreign Language, ESL, & B.E. — Title
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Richmond, Virginia 23216 — Address

Scope of Responsibility within SEA

As foreign language supervisors, we consult with and advise local personnel--teachers, administrators, supervisors--about any and all facets concerning the foreign language program. Classroom visitation is a high priority among our responsibilities. We are also responsible for providing similar services for ESL and bilingual education.

Trends in FL Enrollment

Enrollment remains unchanged from last year at 28% of the public secondary population. Over the last ten years, enrollments have varied from 26%-30%. Spanish (46% of the foreign language enrollment) continues to be the most popular, followed by French (34%), Latin (11%), German (7%), and Exploratory, Russian and Italian (2%).

Teacher Training

We conduct numerous workshops on a variety of topics with much emphasis currently on the development of course objectives.

We frequently work with institutions of higher education in developing course offerings of interest to present and future teachers.

Members of the staff serve periodically on Approved Program evaluations.

Work with Other SEA Sections or Outside Agencies

Each of us continues to coordinate and/or serve on secondary school evaluations, a part of the state accreditation process, and one staff member per year is available to serve on one of the Department's Administrative Review Teams whose function is to verify compliance with federal and state mandates. We cooperate with the Division of Teacher Certification in the revision of certification regulations and in the interpretation of foreign credentials. Occasionally we assist other state agencies by providing translation services and preparing brochures destined for foreign distribution.

New or Proposed State Legislation Affecting Language Study

None

Innovative LEA Programs or Projects

The resurgence in FLES continues. A few local school divisions are investigating the use of computers in their foreign language programs.

Several LEA's have adopted a weighted system for awarding credit. Such a system results in a higher than normal class ranking for those students who take physics, calculus, advanced foreign language, etc.

Publications

English as a Second Language and Bilingual Education, Sept. 1981. Part 8 of our curriculum-resource series: FOREIGN LANGUAGES IN VIRGINIA SCHOOLS (1977)

Foreign Languages-English as a Second Language-Bilingual/Bicultural Education, Sept. 1981. A brochure describing the three types of language programs in Virginia's schools.

Foreign Languages in Virginia Colleges and Universities: A Guide for Teachers, Administrators, and Counselors, 1980

Publications are available from: Language Service, Virginia Dept. of Education, P. O. Box 6-Q, Richmond, VA 23216

Other Major Activities and Professional Involvement

We, together with a field committee, will be identifying content objectives in the major languages, probably Spanish, French and Latin, during the summer of 1982. This set of minimal objectives along with sets of objectives from other areas of the curriculum such as Language Arts, science, social studies, etc., will be known as Virginia's Standards of Learning (SOL). As it now stands, these standards will serve as the curricular core for LEA programs.

One of our most important and, we feel, successful activities is our annual state foreign language conference. In the past, attendance has ranged from 350 to 600. We are particularly looking forward to our 21st annual conference which will be sponsored jointly with SCOLT--October 7-9, 1982, at the John Marshall Hotel, Richmond, Virginia. We also conduct a regional conference each year, a less sophisticated version of the state conference, and an ESL/Bilingual Education Conference.

Our office initiated and continues to support the Distinguished Foreign Language Teacher Award, an award given annually to an outstanding foreign language teacher in Virginia. The award is now sponsored by the Virginia Foreign Language Supervisors' Association.

NCSSFL STATE REPORT
November 1981

West Virginia Robin C. Wills

Coordinator, Second Language Learning
West Virginia Department of Education
Charleston, West Virginia

Phone: (304) 348-7805

Scope of Responsibility within SEA

The position of Coordinator, Second Language Learning has responsibility for all programs in modern and classical languages, ESL and bilingual education. However, with a major reorganization in the Bureau of Learning Systems and an accountability mandate from the Legislature came a shift in emphasis for the position. All activities with LEAs will be in the form of technical assistance based on Bureau goals and on standards resulting from the mandate.

Trends in Enrollments

Enrollment at the secondary level remains stable. Interest at the elementary and middle school levels is increasing; however, this has not yet been translated into programs and students.

Teacher Training

Work on the revision of teacher preparation standards was delayed due to the reorganization of the Bureau. It is anticipated that subject area committees will meet sometime this year.

Bethany College has instituted the Dartmouth Language Model and has held teacher awareness workshops. All of the Bethany instructors and prospective teachers participated in a training workshop presented by staff members from Dartmouth.

Work with Other SEA Sections or Outside Agencies

Within the Bureau, the Coordinator has served on various committees and transition teams for the reorganization. In addition to these

activities, there was active participation on screening committees for new employees and on committees for teacher standards revision and textbook adoption procedures.

Outside the Bureau, the Coordinator has done extensive work with North Central evaluations (both as chair and as committee member). Preliminary work has continued with WMUL, the public television station, concerning language programs for elementary/middle schools. Also, the Coordinator has been the liaison for the West Virginia Department of Education and the Japanese School Internship Program.

Innovative LEA Programs or Projects

Teacher training workshops have been completed for the Mineral County Foreign Language Exploratory Project. The course is now being field tested in the middle schools in the county. Mercer County in southern West Virginia is in its second year of a federal project which offers French to students in grades four - six.

Publications

Draft copies of Essential Competencies and Learner Outcomes for Spanish, Latin and French I-II have been reviewed for the final time and are being prepared for printing.

Other Major Activities and Professional Involvement

The Coordinator is serving as contest administrator for the AATF annual contest. Two conferences were planned and conducted this year; the keynote speaker for the fall conference of the West Virginia Foreign Language Teachers Association was Dr. John Rassias, Dartmouth College. Conference presentations included An Exploratory Approach to Foreign Language Study at the West Virginia Conference on Middle Childhood Education and Exploring Foreign Languages with Your Students at the National Middle School Conference.

Wisconsin Frank Grittner
Supervisor, Second Language Ed.
Department of Public Instruction
P.O. Box 7841
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Scope of Responsibility within SEA

The state supervisor of bilingual education has resigned, and I have been given the responsibility for her work in addition to foreign language work and English as a second language including the Indochinese Transition Program. Also, I coordinate ESEA, Title VII statewide.

Trends in Enrollment

We are currently doing an enrollment survey of all foreign languages in the state. This is done every three years. The last survey showed that French and German had increased slightly and that Spanish had dropped slightly over the previous three-year period. The overall effect was a leveling off at 17 percent of all eligible students grades 9-12 enrolled in a foreign language.

Work with Other SEA Sections or Outside Agencies

I have had a training grant funded under ESEA, Title VII, to train all professional staff in the SEA regarding the needs of limited English proficiency students. This includes a summary of cultural groups and a description of various bilingual models.

New or Proposed State Legislation Affecting Language Study

Very little has taken place in this area aside from budget cuts which affect all education including foreign languages.

Innovative LEA Programs or Projects

The immersion schools have been highly successful in Milwaukee. I worked with the founders of these schools in the early stages and continue to follow their progress. The schools are 40 percent black, subjects are taught completely in a foreign language (French, German, or Spanish), they lead from kindergarten through junior and senior high school, and academic achievement of students in the schools is above that of the Milwaukee population in general.

Publications

The NSSE Yearbook of last year which I edited has gained visibility. Other publications are "Teaching Issues in Foreign Language Education: Current Status and Future Directions for Research." This was a position paper published by the National Institute of Education projecting areas in which research and development are needed.

A forthcoming chapter in a book is entitled "Implementing a Functional Approach to Foreign Language Study in American Schools: Purposes, Prospects, and Problems." This will be a chapter in a book published by the Goethe House of New York as a follow-up to an international conference on communicative approaches to language teaching held in New York in late September.

Also forthcoming is "How to Break Out of the Never Ending Cycle of Retraining: A Self-Adjusting Mechanism for the 80s." This is one of the papers from the Professional Priorities Conference to be published as part of an ACTFL project.

Other Major Activities and Professional Involvement

I am a candidate for Vice President of the American Association of Teachers of German.

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